


VERMONT NEW STANDARDS RUBRIC FOR WRITING CONVENTIONS for 8th and 10th Grades

Standard 1.6—Students' independent writing demonstrates command of appropriate English conventions, including grammar, usage, and mechanics.

| Criteria | Score Point 3 Accomplished Use of Conventions <i>8th and 10th Grades</i>  | Score Point 2 Basic Use of Conventions | Score Point 1 Limited Use of Conventions |
|----------------------------|---|---|---|
| | Based on writing present in the piece, control of conventions is evident. | Control of Conventions is inconsistent . | Control of Conventions is minimal . |
| Sentence Structure | Control of sentence structure is evident when the writer-- <ul style="list-style-type: none"> avoids run-on sentences. avoids fragments. | Control of sentence structure is inconsistent. | Control of sentence structure is minimal. |
| Formating | Control of formatting is evident when the writer— <ul style="list-style-type: none"> indents or blocks paragraphs. uses hyphens to divide words correctly at the end of a line, to write numbers from twenty-one to ninety-nine, and to spell grade-level hyphenated words (<i>sister-in-law</i>). underlines or italicizes titles of books, movies, albums, and magazines. uses quotation marks for titles of poems, stories, articles, chapter titles, songs, and essays. uses prescribed format for documentation, works cited, and outlines. | Control of formatting is inconsistent. | Control of formatting is minimal. |
| Capitalization | Control of capitalization is evident when the writer— <ul style="list-style-type: none"> shows control of all capitalization rules. | Control of capitalization is inconsistent. | Control of capitalization is minimal. |
| Punctuation | Control of punctuation is evident when the writer— <ul style="list-style-type: none"> uses correct end punctuation. uses apostrophes for contractions and singular possessives; (10th includes plural possessives). correctly uses internal and external punctuation with quotations and dialogue. uses commas consistently in a date, between city and state, in a series, after the salutation and closing in a letter, after introductory phrases and clauses, before conjunctions in a compound sentence, with interrupters and appositives, between two or more equally modifying adjectives, and in direct address. Uses colons and semi-colons correctly. | Control of punctuation is inconsistent. | Control of punctuation is minimal. |
| Spelling | Control of spelling is evident when the writer— <ul style="list-style-type: none"> spells grade-level and compound words. correctly spells frequently misspelled words. spells standard and non-standard plurals. | Control of spelling is inconsistent. | Control of spelling is minimal. |
| Grammar & usage | Control of grammar/usage is evident when the writer— <ul style="list-style-type: none"> uses the correct case of pronouns. has clear pronoun reference and pronoun-antecedent agreement. has verb tense consistency. uses common, irregular verb forms. uses homonyms and commonly misused words correctly (<i>than/then</i>). has subject-verb agreement. | Control of grammar/usage is inconsistent. | Control of grammar/usage is minimal. |

This rubric is adapted from the New Standards Project (September 2005)

Holistic Scoring of Conventions

Score Point 3 (shows evidence of *meeting the standard*):

Writing demonstrates consistent control of the grade-level rules; has a few, scattered errors -- does not have to be perfect!

Score Point 2 (shows evidence of being *below the standard*):

Writing shows inconsistent control of the grade-level rules; has a number of errors of different types or a pervasive error that interferes with meaning – many lines have errors.

Score Point 1 (shows evidence of being *well below standard*):

Writing shows minimal control of the grade-level rules; many lines have multiple errors – errors interfere with reader's ability to understand.